

Year 7: Curriculum Intent		
<p>Through our theme-based approach, the Dance department aims to provide students with a rigorous and varied curriculum that integrates conceptual level thinking. Our goal is to empower our students to explore problems with a variety of approaches, methods, and inventive abilities by utilising their creativity and originality. Our curriculum is designed to develop learners through their physical and creative skills. We aim to create a resilient learner who has a thirst for dance and choreography. While studying the concepts of action, space, dynamics, and relationships, students also study the history and genesis of dance as part of the Elements of Dance course. Pupils will get an understanding of the fundamentals of movement memory, timing, and synchronisation. Next, the students study Dancing through the decades, which delves into the development of dance throughout the past century. They'll gain knowledge on how to create and demonstrate dance relationships by utilising choreographic elements. The study focuses on Christopher Bruce, the choreographer, and his masterwork Swan Song, which explores how dance choreography develops themes and props.</p>		
Year 7 Essential Knowledge Summary		
Schemata 1: Elements of Dance	Schemata 2: Dancing through the decades	Schemata 3: Swan Song
<p>Composite Knowledge: Through the utilisation of a variety of choreographic approaches, students will develop an awareness of how to recreate motifs.</p> <p>Component Knowledge: Foundational Knowledge: Declarative Knowledge:</p> <ul style="list-style-type: none">● To warm up the body effectively before dance.● To learn motif and how to construct movements together● To use focus, coordination and balance within the context of paired and individual work. <p>Procedural Knowledge:</p> <ul style="list-style-type: none">● To understand why warming up is important in dance.● A knowledge of the five components that comprise dance actions, which are the jump, travel, turn, gesture, and stillness.● The implementation of a stimulus (Space) aimed to stimulate their creative abilities. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">● To have the confidence to perform choreography in front of peers● To lead creativity in a group effectively● To maintain their coordination and balance through precise technique and energy	<p>Composite Knowledge: Students will acquire knowledge about the evolution of dance styles and how dance has changed over time.</p> <p>Component Knowledge: Foundational Knowledge: Declarative Knowledge:</p> <ul style="list-style-type: none">● To collaborate effectively in small group work.● Knowing how and why each dance style became popular in each decade● To identify and implement the use of choreographic devices in their dance motifs. <p>Procedural Knowledge:</p> <ul style="list-style-type: none">● To incorporate choreographic devices such as mirroring and call and response to show relationships in dance within a solo, duet or trio.● To recreate key Dance moves from each Decade; the Charleston, Jive, Rock and Roll, Moonwalk and Hiphop● Understanding how to break down and practise movements typical of the style. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">● Executing movement with style and technique; applying appropriate posture, timing, energy, and dynamics suited to each decade's style.● Learning how to perform with the correct stylistic qualities (e.g., sharpness for 80s popping, fluidity for 70s disco).● Sequencing movements to match the style and era with use of expressive skills; control and coordination.	<p>Composite Knowledge: Students will choreograph a motif that communicates a power imbalance, inspired by Christopher Bruce's movement style and use of a prop.</p> <p>Component Knowledge: Foundational Knowledge: Declarative Knowledge:</p> <ul style="list-style-type: none">● To replicate basic dance choreography, and● understanding where dance came from and how it has been used across history. Specifically Medieval dance● Effective Paired or group work● Working independently. <p>Procedural Knowledge:</p> <ul style="list-style-type: none">● Learning key motifs from Swan Song by Christopher Bruce such as motif, chair manipulation and use of gestures.● Applying choreographic devices used in Swan Song such as canon, repetition, contrast, unison and climax● Using these devices to create their own choreography inspired by the piece. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none">● Performing with appropriate physical and expressive skills such as sharp vs soft dynamics, weight shifts, levels, use of space and contact.● Expressive use of facial expression, focus, and intention to communicate power dynamics or emotion.
Year 7 Final Composite Knowledge End Point		
<ul style="list-style-type: none">● Pupils will apply combinations of skills such as actions, space, dynamics and relationships in dance● Have a good understanding of the key choreographic devices and the variety of styles● Work effectively individually, in small groups or larger groups to create your own ideas into short scenes.● Recognise and explain the importance of the history of dance● Apply correct and safe technique when taking part in creative activities and the importance of following rules to keep each other safe.● Lead appropriate tasks individually or as part of a group.● Identify the main aspects of your own and others' performance that are good and explain the reasoning behind this.● Recognise weaknesses in your own and others performance and suggest how a performance could be improved.● To have a sound understanding of the foundational knowledge needed to perform a piece of motif● To apply characterisation skills within each unit.		